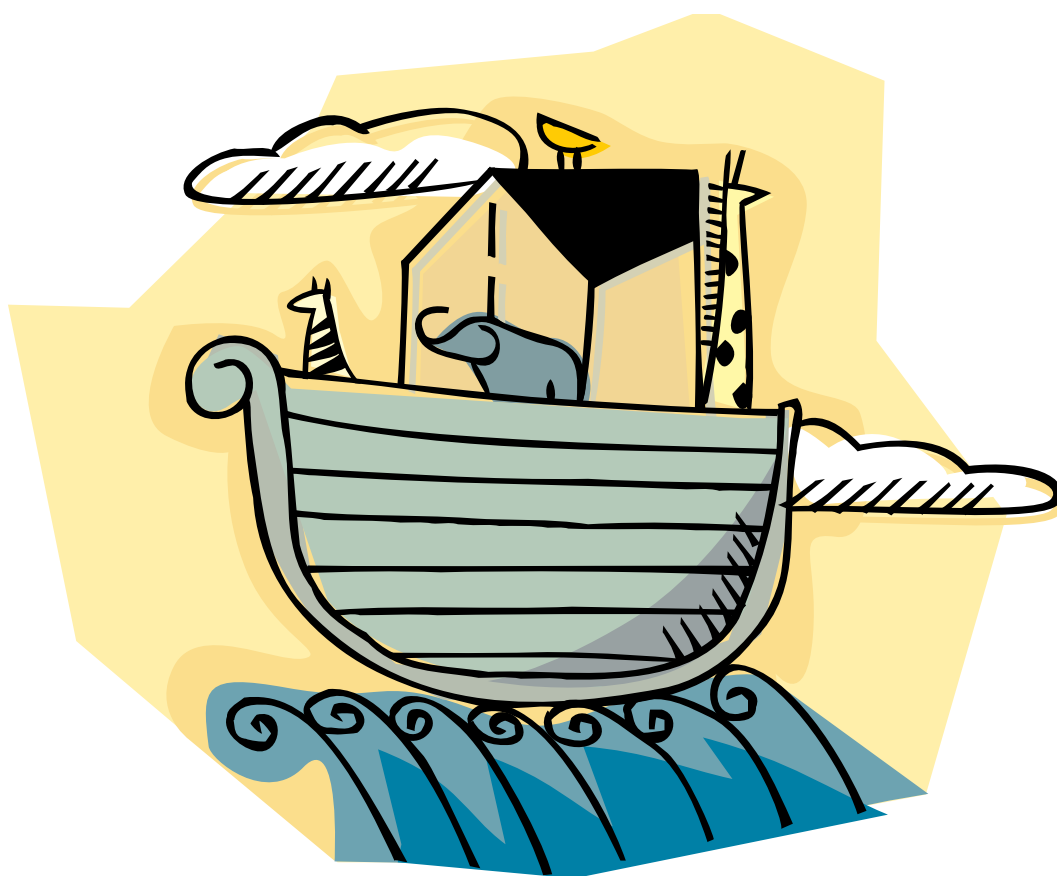


Issue 49 2005



Coping with Change

With Child Care Connections

~ A newsletter within a newsletter

Lesson From The Geese

In the fall when you see geese heading south for the winter flying along in a "V" formation, you might be interested in knowing what science has discovered about why they fly that way. There is an interdependence in the way geese function.

Fact: As each bird flaps its wings it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Fact: Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

Lesson: There is strength and power and safety in numbers when traveling in the same direction with those with whom we share a common goal. If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go.

Fact: When the lead goose gets tired, he rotates back in the wing and another goose flies point.

Lesson: It pays to take turns doing hard jobs and sharing leadership—people, as with geese, are interdependent with each other.

Fact: The geese honk from behind to encourage those up front to keep up their speed.

Lesson: We all need to be remembered with active support and praise. We need to make sure our "honking" from behind is encouraging, not something less helpful.



Fact: When a goose gets sick or wounded and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until the crisis resolves, and then they launch out on their own or with another formation to catch up with their group.

Lesson: We must stand by each other in times of need. If we have as much sense as the geese, we will.

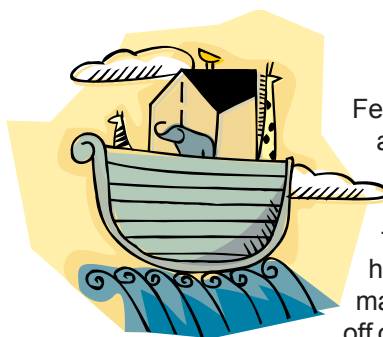
By Dr. Robert MacNeish, Associate Superintendent of Baltimore Public Schools. Baltimore, MD. 1972. Reprinted with author's permission.

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The Child Care Information Center is a mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education.

Sponsored by the Child Care Section, Wisconsin Department of Workforce Development, CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.



*Child Care Information Center Staff:
Editor, child care specialist: Lita Haddal
Librarian, acquisitions: Glenna Carter
Librarian, circulation: Linda Bather
Mail distribution: Sonia Frank*



Change and Hope

Few stories of change are as well known as the story of Noah and the massive flood which took him, his family and many pairs of animals off on a 40-day and 40-

night voyage which must have tested their coping skills greatly. Even when the endless rain ceased, the boat was adrift in unknown territory with no familiar past and no understandable future in sight. A sign of hope given to Noah then was a leaf, which meant that the waters were abating and land would once again appear. The green leaf signified new growth. After change came renewal and hope for a better day.

This ancient story feels particularly relevant after the December 2004 tsunami in South Asia and the sweeping losses suffered there. The outpouring of sympathy from around the world includes offers to help rebuild, reassuring us that change, whether coming about through crisis or natural development, carries with it the element of opportunity and renewal.

The key to coping appears to turn on one's ability to adjust and meet change positively. Coretta Scott King has spoken of the "creative suffering" of participants in the civil rights movement of the 1960's. Throughout the upheaval of those times and her personal loss, she remained hopeful because of "creative suffering" and the potential for positive change.

Not all change is monumental. Not all change is permanent. Children, whose lives are full of change, can not know this; it must be learned. They are constantly problem-solving and negotiating life's many challenges, from learning to manipulate their growing

bodies and express their wills, to adapting to the complications of the lives of their adult caregivers. Changes for small and older children alike can require bigger coping skills than they have. Our knowledge and compassion must assist them as we set an example for them to follow. What example? Try making a list...humor, patience, listening, laughter, singing, rocking, talking, teasing, waving, watching, guessing, fixing, cleaning, counting, sorting, quarreling (yes, quarreling!), pounding, running, digging, stacking, and on and on through an endless number of coping behaviors.

When children apply creativity to solving their problems, they learn that there are new ways to do things. This becomes resilience, the ability to bend and adapt, which is an element of emotional intelligence. The emotional measure of intelligence (E.Q.) can increase as a person learns to cope and communicate better. Likewise, it can fail to evolve. For instance, a biting toddler's E.Q. reflects that his behavior is appropriate for his age and stage of development. The same behavior in a 10-year-old would signal an alarming lack of change and a plunge in a child's E.Q. Change is a necessary part of a child's development. Change is a part of growth. Renewal and hope are left to us to foster.

Playing our way through change can help the adjustment process. Children in a New York child care center after "9-11" were seen to reenact the disaster in their block play. Instead of knocking the towers down violently, they rescued doll figures hidden in the blocks. The message they seemed to want to commit to memory through practicing it in play was hopeful and empowering. To cope with dramatic change, they changed the ending. After all, that is the whole point of hope.

—Lita Kate Haddal, editor

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News & Views

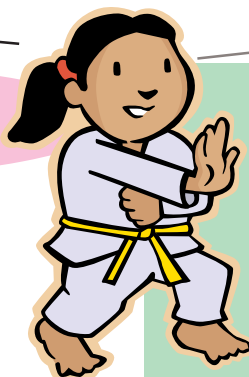
News From Licensing

Anne Carmody, DHFS
Day Care Program Specialist

Effective March 1, 2005, revisions to HFS 45, Licensing Rules for Family Child Care Centers and HFS 46, Licensing Rules for Group Child Care Centers were implemented.

Additional copies of the rule books are available for purchase at a cost of \$5.00 per rule book. The DHFS web site http://dhfs.wisconsin.gov/rl_dcfs/ has copies of the revised licensing rules and information about the orientation sessions. There is also a list of all private agencies approved to offer entry-level training courses on the web site.

Contact your licensing specialist if you have any questions about the revisions to the licensing rules.



New Policy Sample

The DHFS Bureau for Regional Licensing has recently created a policy template for family child care providers. The new Family Child Care Policy Sample is now listed on CCIC's list of "Child Care Resources" on the web at <http://www.dpi.state.wi.us/ccic/ccicres.html#FAMILY>

The PDF file is at http://www.dpi.state.wi.us/ccic/pdf/policy_samp_fcc.pdf

The Word fillable document is at http://www.dpi.state.wi.us/ccic/word/policy_temp_fcc.doc

Note: There are underscore lines between the words in the file names.

Business Help

Heidi Blankenship, WWBIC
Business Assistance Coordinator

The *business* side of running a child care business can be overwhelming. It is often ignored out of apprehension. Ultimately however, ignoring the financial situation and legal responsibilities of the business can mean sacrificing one's dreams as a child care provider. The Wisconsin Women's Business Initiative Corporation (WWBIC) has developed a special program that strives to increase the business knowledge, profitability, sustainability, and efficiency for licensed or certified providers.

Since 2001 WWBIC has been expanding services to providers statewide, with a specific focus on rural providers. With the help of the Child Care Resource and Referral Network, local business partners, and the technical colleges, we are providing classes that focus on improving the business of being a child care provider. We offer classes that focus on: marketing, how to get the most benefit from tax deductions, setting professional policies for parents to follow, managing your budget to increase your profit, and more.

WWBIC also offers loans, which are available to family and center based child care providers. As grant money for providers has dried up, starting a business, buying new equipment or expanding the business falls on provider's ability to find the money in current profits or borrow from another source. WWBIC offers loans of up to \$35,000. Our loan professionals meet with clients to discuss all financing options available to them. The meetings are free, and can help clarify funding options beyond using personal savings. In addition, WWBIC is very committed to the success of our loan clients, so providers who take out a loan receive ongoing technical assistance during and after the lending period. We work to make sure providers are planning for the future, have access to professionals who can offer advice and assistance where necessary, and make personal visits to evaluate client progress.

WWBIC will lead a child care financing seminar on July 23, 2005, at the Southwest WI Child Care Resource & Referral in Fennimore, 1-800-267-1018. The cost is only \$5.00.

To find out more about the programs WWBIC has to offer, visit www.wwbic.com or call Heidi Blankenship, at 1-608-257-5450.

News & Views

Are They Ready for Toilet Training?

A child's readiness for toilet training is very individual. Although there are some general guidelines, children progress at their own rate and rushing them often proves to do more harm than good.

Prerequisite Skills

There are some specific skills a child must have before they are ready for this big step.

Physical skills

- They can recognize the sense of urgency.
- They can control the urge to go.
- They are able to pull pants up and down with minimum assistance.

Emotional skills

- The child wants to please adults.
- The child wants to be a "big" girl or boy.
- The child likes to imitate others.
- The child can follow directions.

Communication skills

There are basically three steps that will show that a child is ready to start potty training.

- The child can communicate that they have already gone or messed their diaper.
- The child can communicate that they are in the process of eliminating.
- They can predict and communicate that they need to go to the toilet soon.



Getting to the Bottom of Biting

From the City of Milwaukee
Health Department -
Health and Safety in Child Care
Program

Why do young children bite?

Infants and toddlers put everything in their mouths. It feels good to bite and chew when you're teething. Toddlers and young pre-schoolers don't have the verbal skills to express themselves fully. But biting can help them bring about a quick and dramatic response. Children experience many emotions that are difficult to express at times and control. These emotions can be caused by numerous things including overexcitement, frustration, fatigue, fear of being separated from people they love, etc.

How can I prevent biting?

A good program that meets the needs of children and has enough of the right equipment is key to minimizing biting. *Look around* your home or center. Is there enough space for children to move without bumping into each other? Are there enough toys? Do you have enough activities planned? A conflict over a toy or personal space can be enough to cause a child to bite. *Know the temperament* of the child you care for. *Encourage the use of words* to express feelings and emotions. Recognize good behavior when it happens.

Remember, biters are usually looking for help and/or attention. Expect that biting may occur at some time with every infant or toddler. Your task is to handle the situation carefully and move on, so as not to reward the child with your attention.

(Rev 11/03)

News & Views

Who is Home Alone?

New Research Looks at Two Groups of Children Left Unsupervised

From *ChildTrends*, Washington, DC

How many young children are left alone or with a young sibling? How many hours a week are these children left alone? Are children in poor families left unsupervised more often than those in other families? These are some of the questions answered in Child Trends' latest research brief, [Left Unsupervised: A Look at the Most Vulnerable Children](#).

Child Trends analyzed 1999 data from the National Survey of America's Families, a survey developed by Child Trends and the Urban Institute as part of the Assessing the New Federalism project, to look at two vulnerable groups - young school-age children and low-income children - to get a sense of how many children are "home alone."

The findings from this analysis include:

- Ⓢ In 1999, 15 percent of 6- to 12-year olds were in self care. ("Self care" means the children either took care of themselves or stayed alone with a sibling age 12 or younger on a regular basis, even for a small amount of time). On average, children left unsupervised spent nearly 4-and-a-half hours per week alone or in the care of a young sibling.
- Ⓢ The actual numbers of children who are in self care may point to an unmet need for affordable or appropriate supervised care options. In 1999, 3.3 million 6- to 12-year olds regularly spent time alone or with a young sibling. (This number is probably conservative because some parents may not want to report that they leave their children alone.)
- Ⓢ Children in low-income families, in general, are slightly less likely to be in self care than children in higher-income households, especially when they are young. In 1999, 12 percent of 6- to 12-year

olds in low-income families were in self care versus 17 percent in other families.

Ⓢ Children with parents reporting symptoms of poor mental health are more likely to spend time unsupervised than children whose parents do not report mental health problems. Among 10- to 12-year olds, 32 percent of children with parents with mental health problems were left unsupervised versus 25 percent of children whose parents did not report mental health problems.

Ⓢ Research finds that when children under 13 are regularly left unsupervised or to be cared for by young siblings, they may be at risk to a variety of problems. Children in self care may be at increased risk for accidents and injuries, for social and behavior problems, and for academic and school adjustment problems.

The findings, along with implications for policy and research, are presented in this research brief, available at <http://www.childtrends.org/Files/UnsupervisedRB.pdf>.

Child Trends, founded in 1979, is an independent, nonpartisan research center dedicated to improving the lives of children and their families by conducting research and providing science-based information to the public and decision-makers.

*Everytime I see "church" in this book,
I think it says "crunch".*

*-Ben, 8 ½
after getting
new glasses.*

News & Views

Floortime: Greenspan's Weekly Web Radio Show

www.floortime.org

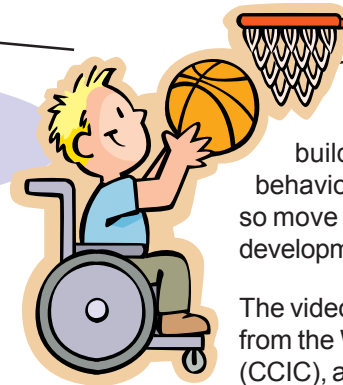
The first live, web-based radio show to focus on children with autism spectrum and other developmental and learning disorders is now airing at the Floortime Foundation website every Thursday, from 9:30 to 10:30 a.m. Central time.

"Infants, Children, and Families," is a weekly program hosted by child development expert Dr. Stanley Greenspan, and features a variety of guest speakers and topics; practical advice for parents, professionals and policymakers. Topics include early recognition and treatment of developmental difficulties; the misdiagnosis of autism spectrum disorders; learning to regulate moods and impulses; and pathways to empathy and thinking.

Call in live with your questions at 1-877-907-8889, or email them ahead of time to webradio@floortime.org. You can also email suggestions for topics and guest speakers.

Shows are archived so users can either listen to an audio recording of the session of choice or read a PDF transcript of it. The "Floortime" approach is relationship-based and focuses on the emotional development of the child. The approach assists caregivers in developing their relationship with the child, so they can be effective in helping the child to learn and grow. The approach is also concerned that the child is developing meaningful relationships with peers and siblings.

"Floortime" literally refers to getting down on the floor and playing with your child in a way that provides opportunities for him to advance. Children with special needs require a tremendous amount of practice in linking their intent or emotions to their behavior and then to their words. Like a right-handed person learning to throw a curve ball with her left hand, they need to practice the skill over and over to master it. Floor time is your child's practice time. Each time you get down on the floor and interact—spontaneously, joyfully, following your child's interests and motivations—you help him



build that link between emotion and behavior, and eventually words, and in doing so move forward on his journey up the developmental ladder.

The video "Floortime" is available to borrow from the WI Child Care Information Center (CCIC), at 1-800-362-7353.

Got dirt?

A helpful resource for creating a school, community, or child care garden is available for free at:

<http://www.dhfs.wisconsin.gov/health/physicalactivity/gotdirt.htm>

In an effort to increase fruit and vegetable consumption in Wisconsin, the Department of Health and Family Services' Nutrition and Physical Activity program developed "Got Dirt?" - A Garden Toolkit.

Never gardened? The toolkit is designed to provide simple, step-by-step plans for starting a garden. Even better...tips from garden experts and garden success stories from around Wisconsin are also included.

To request a copy of the Got Dirt? Garden Toolkit, complete and return the online order form or request one from:

Joanne McCluskey
Wisconsin Division of Public Health
1 West Wilson St., Rm 243, P.O.Box 2659
Madison WI 53701-2659
Phone: (608) 267-9194
Fax: (608) 266-3125

Need Help Starting a Garden?

To locate a volunteer Master Gardener or for questions related to gardening, contact your county UW-Extension Office. To find a listing of UW-Extension Offices around the state, visit <http://www.uwex.edu/ces/cty/> or phone (608) 262-3980.



"The Inuit child learns to understand the Inuit language, to read the stars for directions, and to recognize the subtle changes in the wind which predict snow.

The Japanese child learns to understand Japanese, to make a gentle curve with brush and ink to paint the symbols of the language, and to appreciate the value of group activities and objectives.

The American child learns English, develops a proud sense of individualism and independence, and rapidly acquires the capacity to make very fine motor manipulations with a joystick to control an image on a video game screen!"

"...Our brain is the product of thousands of generations of adaptation. It is designed to be shaped by human experience- safe, repetitive, interesting and rewarding experiences.

Despite all the changes across the centuries, the properties of the developing brain and the true needs of children have not changed."

-Dr. Bruce Perry, from Brain-Based Activities for Young Learners, by Ellen Booth Church, 2002.

"...the capacity to change in response to patterned and repetitive experience- allows each child to develop a set of capabilities which suit his or her world."



Visit over 40 typical early childhood settings in Asia, Africa, Eastern and Western Europe, and the United States through a videotape series from the High/Scope Educational Research Foundation. The series has been produced in connection with an ongoing international study in 15 countries to examine the nature, quality, and effects of children's preschool experiences. Several countries are of particular interest due to the historic weather disaster there- Indonesia and Thailand. Other countries included in the series are: Hong Kong, China, South Korea, USA, Poland, Romania, Slovenia, Belgium, Finland, Greece, Italy, Catalonia Spain, Nigeria.

These videotapes can dramatically expand our understanding of how themes , resources and adult interaction influence preschool children's behavior and activities. The series shows not only elaborate equipment and settings that some communities provide for their children but also the resourcefulness and caring with which adults serve children even under difficult conditions.

The IEA Preprimary Project is sponsored by the International Association for the Evaluation of Educational Achievement, a non-governmental, nonprofit organization of research institutions, universities, and ministry of education units in over 45 countries that is well known for its 25 years of comparative international surveys in various academic areas. IEA research findings have affected educational systems around the world. In the study which inspired this video series, IEA focused its attention on the effects of early childhood settings on children's later development.

The 15 color videotapes in the series average 40 minutes each and may be borrowed from CCIC, at 800-362-7353, or through Interlibrary Loan services at your local library.

Training for the Wisconsin Model Early Learning Standards is taking place throughout Wisconsin - for educators, child care providers and families who want to continue to improve the quality of early education and care for children ages three through the completion of kindergarten. Sixty-eight trainers are providing training within local communities, regions and at the state level for parents, child care staff, family child care providers, preschool staff, Head Start/Early Head Start staff, four and five year-old kindergarten staff, special education staff, administrators associated with early education and care, and educators in higher education systems.

The Wisconsin Model Early Learning Standards are derived from research* in all the domains of the child's early learning and development and apply to all settings in which children receive care and education. These early learning standards are intended to align to Wisconsin's K-12 Model Academic Standards and to provide early learning opportunities that support children's success in school and the future.

The developmental domains that provide a basis for developing learning experiences for young children include:

- Health and Physical Development
- Social and Emotional Cognition and General Knowledge
- Language Development and Communication
- Approaches to Learning

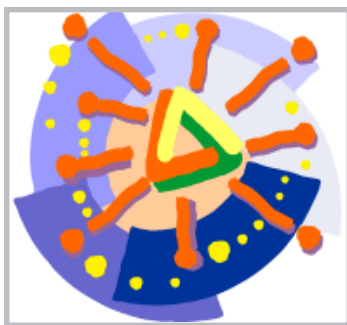
The Guiding Principles used in the development and application of Early Learning Standards in Wisconsin are:

- ✓ All children are capable and competent;
- ✓ A child's early learning and development are multidimensional;
- ✓ Expectations for children must be guided by knowledge of child growth and development;
- ✓ Children are individuals who develop at various rates;
- ✓ Children are members of cultural groups that share developmental patterns;
- ✓ Children exhibit a range of skills and competencies within any domain of development;
- ✓ Children learn through play and the active exploration of their environment;
- ✓ Parents are children's primary and most important caregivers and educators.

Regional teams have become familiar with the statewide Wisconsin Model Early Learning Standards Training Package, which includes sample curriculum and assessment tools, and resources that support the training modules of the Wisconsin Model Early Learning Standards Training Guide. The teams, composed of teachers, child care providers and administrators, use a cross-disciplinary training approach. Ongoing support includes personal mentoring, a web page and a listserv designed specifically as communication tools for the trainers.

Regional training teams are available to provide training within your community. A calendar with information regarding Wisconsin Model Early Learning Standards Training events throughout the state is available on the Wisconsin Early Childhood Collaborating Partners (WECCP) web page www.collaboratingpartners.com.

The Wisconsin Model Early Learning Standards are published in English, Spanish and Hmong. All versions are available in PDF format on the Wisconsin Early Childhood Collaborating Partners (WECCP) web page at: www.collaboratingpartners.com Hard copies of the English and Spanish versions are available through the Wisconsin Child Care Information Center: <http://www.dpi.state.wi.us/ccic/>



*The Wisconsin Model Early Learning Standards, 2003, were developed by the Early Learning Standards Steering Committee, composed of representatives from the State Departments of Public Instruction, Health and Family Services, and Workforce Development; the Head Start State Collaboration Office; and Wisconsin Early Childhood Collaborating Partners. The group incorporated current work in school districts and child care and Head Start programs in Wisconsin as well as other states. The work was guided by research in the field and supported by content experts from institutions of higher education in the state.

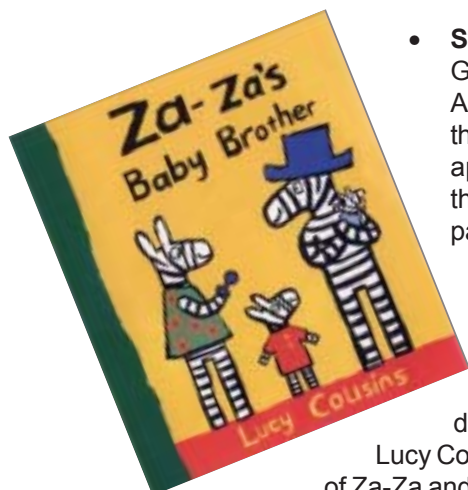
By Arlene Wright,
Process Coach for
Wisconsin Model
Early Learning
Standards
arlenewright@charter.net

Coping with Change: Books for Young Children

Compiled by Merri V. Lindgren / Cooperative Children's Book Center
School of Education / University of Wisconsin-Madison

Oh Baby! The Birth of a Sibling

- **Big Brother Dustin** by Alden R. Carter. Photographs by Dan Young with Carol Carter. Albert Whitman, 1997. 32 pages. Ages 4-6.
Dustin's parents are going to have a baby, and preschool-age Dustin is so excited — he can't wait! This welcoming-the-new-baby story is most remarkable for what isn't stated in the text, that Dustin is a child with Down's Syndrome. The author's restraint lets the lively, colorful photographs that illustrate this picture story speak with shining clarity: Dustin is a happy, helpful, capable child.
- **Billy and Belle** by Sarah Garland. U.S. edition: Reinhardt / Viking, 1992. 32 pages. Ages 3-6.
School-aged Billy must take his preschool-aged sister Belle to class with him while Dad takes Mum to the hospital for the birth of a new baby. It's an exciting and extraordinary day for both of them — not just because they're getting a new brother or sister but because it's pet day at school. Even with just a last minute notice, Belle manages to muster up a pet of her own to take to school — a spider! Billy and Belle (and baby Adam) are biracial: their mother is white and their dad is Black.
- **The New Baby at Your House** by Joanna Cole. Photographs by Margaret Miller. Revised edition. Morrow, 1998. 48 pages. Ages 2-5.
The new and revised edition of a critically acclaimed book first published in 1985 makes a number of significant changes to the original, including superb color photographs featuring several racially diverse families. The streamlined text is easily accessible to an audience of two and three year olds. The author's lengthy note to parents expands on the emotional impact of a new baby on a young child and offers helpful advice on how parents can make the transition easier.
- **On Mother's Lap** by Ann Herbert Scott. Illustrated by Glo Carlson. Revised edition. Clarion, 1992. 32 pages. Ages 2-4.
An Iñupiaq toddler learns to share his mother's attentions with a baby sister in this picture book depicting family bonds and homey security. The realistic, childlike conflict, reassuring resolution and patterned text make this a favorite read-aloud for young preschoolers.



- **Sweet Baby Coming** by Eloise Greenfield. Illustrated by Jan Spivey Gilchrist. HarperFestival / HarperCollins, 1994. 12 pages. Ages 1-4.
An African-American family looks forward to the arrival of a new baby in this board book written from the point of view of their young daughter who appears to be about two years old. Greenfield's simple verses capture the sense of excitement, curiosity and, yes, a bit of trepidation on the part of the soon-to-be older sister.
- **Za-Za's Baby Brother** by Lucy Cousins. Candlewick Press, 1995. 24 pages. Ages 2-4.
Like most picture books about new babies, this one deals with the inevitable changes in family life, told from the perspective of the displaced older sibling, who is herself little more than a toddler. But Lucy Cousins breathes new life into a common theme with her droll illustrations of Za-Za and her family, boldly-striped zebras who behave as people.

Visit your local library to borrow these books. If they are not available at your local library you may request them through interlibrary loan service.

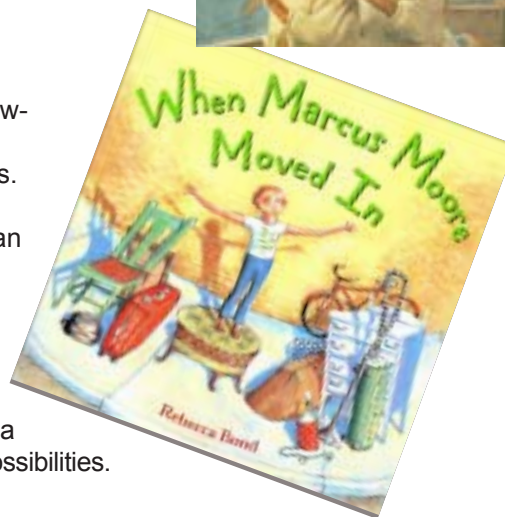
A New Place to Live: Moving

- **The Leaving Morning** by Angela Johnson. Illustrated by David Soman. Orchard, 1992. 32 pages. Ages 3-6.

"The leaving happened on a soupy, misty morning..." begins the account by a young African-American boy on the day the moving van came to help his family move from a city apartment to a new home. Although his narration focuses on the neighborhood he's leaving and the difficulty of leaving friends and family, Johnson's text carries a subtle undercurrent of excitement and anticipation.



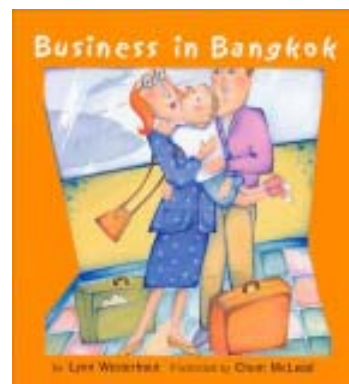
- **Moving** by Fred Rogers. Photographs by Jim Judkis. (First Experiences) Putnam, 1987. 32 pages. Ages 3-7. Television personality Mr. Rogers brings a comforting and low-key tone to this photo-essay about the ups and downs of moving to a new home, as it is experienced by preschoolers.
- **When Marcus Moore Moved In** by Rebecca Bond. Megan Tingley Books /Little, Brown, 2003. 32 pages. Ages 4-7. As excited as Marcus is on the day he moves into 44 MacDougal Street, there's no welcoming committee to greet him. Or is there? Who's skipping by on the sidewalk? Who's whizzing by on a bike? It's Katherine Brown, full of energy and enthusiasm and terrific ideas for fun. Rebecca Bond's gleeful picture book celebrates new friends and new possibilities.



Hearts Together / Lives Apart: Separation through Divorce, Incarceration, Travel

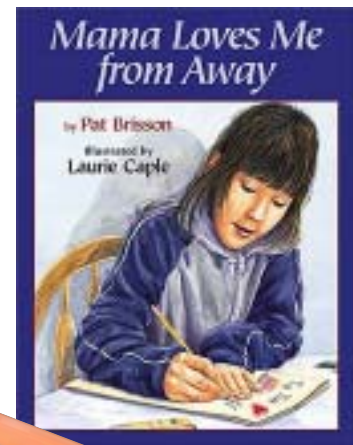
- **At Daddy's on Saturdays** by Linda Walvoord Girard. Illustrated by Judith Friedman. Albert Whitman, 1987. 32 pages. Ages 3-8. Katie's ambivalence shows when her parents separate and her time must be divided between two households. A fictionalized account offers a realistic look at three people working at creating ways for Katie to be with each parent and to know each one still loves her.

- **Business in Bangkok** by Lynn Westerhout. Illustrated by Chum McLeod. U.S. edition: Second Story Press, 2002. 24 pages. Ages 2-6. Corey's mom is leaving for a ten-day business trip to Bangkok, but Corey insists she can't go. When his father asks why, Corey is quick with a list of reasons, including, "Who will make my lunch?" and, "Who will tie my laces?" To each query, his dad has a reassuring answer, which often includes the phrase, "I could, but so could you." Children whose parents travel for business, or who must be away for any reason, will take comfort from the calm and supportive message presented here.



- **Let's Talk About Divorce** by Fred Rogers. Photographs by Jim Judkis. Putnam, 1996. 32 pages. Ages 2-5. Preschoolers whose parents are divorcing will find reassurance in this photoessay that they will still have a family to help them feel safe, give them food, take care of them and love them. Rogers's simple statements articulate children's typical concerns with characteristic insight and suggest healthy ways to express the feelings most children experience.

- **Mama Loves Me from Away** by Pat Brisson. Illustrated by Laurie Caple. Boyds Mills Press, 2004. 32 pages. Ages 4-8.
A sensitive picture book about a child whose mother is in prison focuses on the child's sadness as their shared birthday approaches. Even though she can visit Mama, the girl knows it won't be the same. Grammy warns her not to expect a present. At the prison, however, there are two surprises: if she closes her eyes while her mother tells the story of her birth, "I could pretend it was just Mama and me." And it turns out her mother *does* have a gift for her after all: she has written down one story for each night of the week, so that they can share them "across the miles."

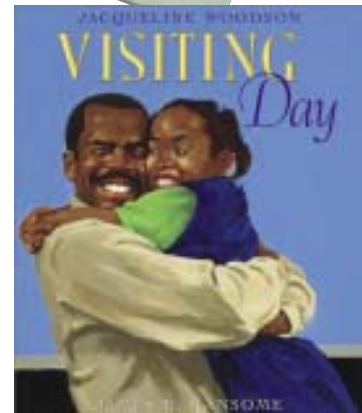


- **Saturday is Pattyday** by Lesléa Newman. Illustrated by Annette Hegel. U.S. edition: New Victoria Publishers, 1993. 24 pages. Ages 3-7.
When his two moms split up, Frankie misses Patty, who's moved out. They soon establish a "Pattyday" routine, in which Frankie spends every Saturday with Patty, and is reassured that he will always be part of her life.

- **Two Homes** by Claire Masurel. Illustrated by Kady MacDonald Denton. Candlewick Press, 2001. 32 pages. Ages 3-5.
A preschool-age boy who spends time living with both of his separated parents describes his life with each in a straightforward narrative that accentuates the positive, child-centered details of his life. "I have two favorite chairs. A rocking chair at Daddy's. A soft chair at Mommy's." Both parents clearly love young Alex, who has no doubts about that fact.

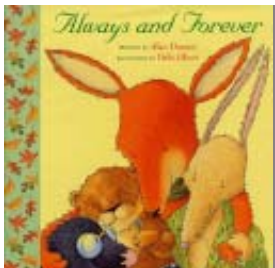


- **Visiting Day** by Jacqueline Woodson. Illustrated by James E. Ransome. Scholastic Press, 2002. 32 pages. Ages 4-8.
A young African American girl describes the one day a month when she and her grandma go to visit her daddy, who is in prison. Visiting Day has the feel of something special from the moment the girl awakens. She imagines her daddy getting ready to see her, and smells of fried chicken come from the kitchen, where her grandma is making food to share on the bus trip. But there are moments of sadness, too: a neighbor too poor to afford the bus fare stops by with gifts for her son; and the girl's joy at an afternoon spent on her daddy's lap is replaced by a missing-daddy feeling that begins on the trip back home.



Saying Goodbye: The Death of a Loved One

- **Always and Forever** by Alan Durant. Illustrated by Debi Gliori. U.S. edition: Harcourt, 2004. 24 pages. Ages 3-6.



Otter, Mole and Hare are steeped in sadness when their friend Fox becomes ill and dies. They grieve throughout the winter. In spring, when Squirrel comes to visit, she tries to comfort them without success, until she begins to remember the funny things she doesn't miss about Fox — like his awful cooking and his disastrous attempts to fix things. Alan Durant acknowledges the importance of time, laughter, and above all, memories, in a picture book about death — and life, and love—for young children.

- **Everett Anderson's Goodbye** by Lucille Clifton. Illustrated by Ann Grifalconi. Holt, Rinehart and Winston, 1983. 24 pages. Ages 4-7.

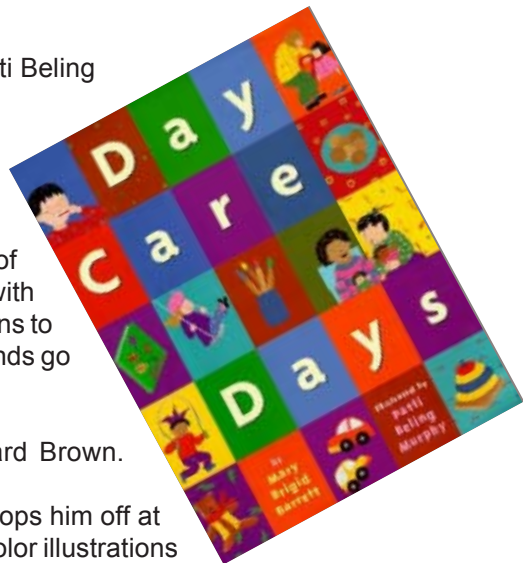
The five stages of grief according to Elizabeth Kubler-Ross are set within poetry when Everett Anderson faces the death of his father. Dramatic pencil drawings complement the emotional power and honesty of the text.

- **Goodbye, Mousie** by Robie H. Harris. Illustrated by Jan Ormerod. Margaret K. McElderry, 2001. 24 pages. Ages 3-6.
A small boy's reaction to his pet mouse's death is handled with great sensitivity by his parents and with great skill by author Robie Harris. In this important and comforting story, the child expresses his anger, and then grief, with tears. But he also has other outlets as he prepares a box in which to bury Mousie, putting in some of his pet's favorite things, and then goes through the ritual of a burial.

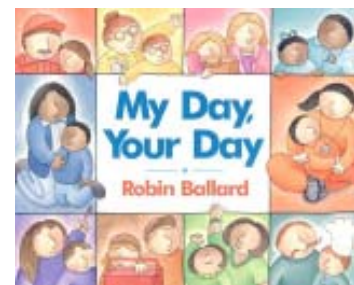


Big Beginnings: Starting Daycare or Nursery School

- **Bright Eyes, Brown Skin** by Cheryl Willis Hudson and Bernette G. George Ford. Just Us Books, 1990. 24 pages. Ages 2-5.
Appealing illustrations show four distinctly individual African-American children engaged in typical preschool or daycare activities, while a buoyant rhyming text describes the four, "Bright eyes, brown skin / a heart-shaped face / a dimpled chin"
- **Day Care Days** by Mary Brigid Barrett. Illustrated by Patti Beling Murphy. Little, Brown, 1999. 24 pages. Ages 3-5.
Children who go to day care centers regularly will feel at home with this rhyming picture story in which a small boy with glasses recounts the typical events of his weekdays, from getting up in the morning and having Daddy help him get dressed to having Mommy tuck him in at night. Most of his day, however, is spent in day care where he plays with friends indoors and outdoors, eats lunch, naps, paints, listens to a story, has a snack and then, one by one, watches his friends go home until Daddy returns to pick him up.
- **Jesse's Daycare** by Amy Valens. Illustrated by Richard Brown. Houghton Mifflin, 1990. 32 pages. Ages 2-4.
There's plenty for Jesse to do each day when his mom drops him off at Sara's house on her way to work. An upbeat text and full-color illustrations show Jesse's typical activities in home daycare while smaller inset pictures show what his mom is doing at work.
- **My Day, Your Day** by Robin Ballard. Greenwillow / HarperCollins, 2001. 24 pages. Ages 2-5.
"My day is at day care. Your day is at work. Bye-bye. See you later." Little ones who see these boldly colored illustrations and hear the accompanying short, child-centered sentences will enjoy the immediacy of familiar activities.



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Visit the CCBC website at: <http://www.education.wisc.edu/ccbc/>
Then click on "Early Childhood Care Provider" to find original bibliographies of books for young children.

Articles & Items-to-Keep

Daily Transitions



1. **Transition time tricks.** Jean R. Feldman. Earlychildhood NEWS, March/April 1999.
2. **Transitions: Getting from here to there.** Eleanor Reynolds. Earlychildhood NEWS, August/September 2000. The success of morning routines make or break the day.
3. **How to get little kids to share, listen, clean up, and more.** Marisa Cohen. Parents, November 2004.
4. **11 tips for improving circle time.** Laverne Warner. Texas Child Care, Winter 2004.
5. **Create rewarding circle time by working with toddlers, not against them.** Edna Neal Collins & Cindy G. McGaha. Childhood Education, Summer 2002.
6. **Its about time.** Mimi Greenwood Knight. Parents, 2004. Helping children learn to tell time and gauge the order of events in their day helps them cope with daily transitions.
7. **The nap time: The problem-solving way.** Earlychildhood NEWS, March/April 2000.
8. **Taking a thoughtful approach to scheduling.** Theresa M. Sull. Texas Child Care, Fall 2004.

Separation Anxiety: Hellos & Goodbyes



9. **Peekaboo power: To ease separation and build secure relationships.** Joanne M. Szamreta. Young Children, January 2003. Different forms of peekaboo build trust in children having problems saying goodbye and joining the group.
10. **Saying goodbye: Making hard transitions easier.** Texas Child Care, Summer 1999. Children who are emotionally healthy will have trouble saying goodbye to their parents. Although different ages need different coping support, there are some definite steps in preparing for daily separations that caregivers, working with parents, can take.
11. **I'll be back for you.** Wisconsin Department of Workforce Development. A brochure about how to ease a child's transition into child care/preschool. May order up to 25 copies.

Developmental Change



12. **The milestone myth.** Carol Lynn Mithers. Babytalk, December/January 2005. Common sense reassurance that children develop at paces as individual as they are.
13. **Developmental milestones: Self-care.** BabyCentre, 2005. During the first three years, children increasingly take care of themselves. This informal list of skills and expected months they will develop is a helpful tool for benchmarking healthy change. Available at: <http://www.babycentre.co.uk/refcap/6503.html>
14. **When young children explore anatomy: Dilemma or development?** Karen Petty. Texas Child Care, Winter 2001. Children's developing sexual awareness and "potty talk" can indicate natural maturation or unnatural exposure to inappropriate behaviors.
15. **Children's curiosities: Nasty or normal?** Texas Child Care, Texas Parenting News, Winter 2001. A parent take-home article to complement the article above.

Infant/Toddler Stressors



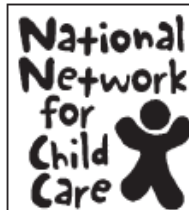
16. **What colic taught me: How days and night of her infant's cries helped one mom bond with him in an unexpected way.** Deb Abramson. Babytalk, June/July 2004.
17. **Crying! Just doing what comes naturally.** National Center on Shaken Baby Syndrome. A brochure with tips on comforting a crying baby and calming an upset adult. Normal crying can feel like it lasts a long time. Babies must never be shaken, even slightly.
18. **The truth about teething.** Babytalk, November 2003. Fevers, colds, and diarrhea often occur during teething. Gels and cool teething rings can help sore gums.

(Continued on page 19)



CHILD CARE CONNECTIONS

Volume 49 Spring 2005



Coping with Change



Every child copes with change every day. Changes can range from huge events to minor, everyday changes including...

- Classroom transitions, such as from the playground to bathroom to lunch table.
- Changing to a new teacher at your child care center.
- The anxiety of Mom/Dad leaving you at a new child care center.
- Having a friend move away.
- The death of a pet, or of an extended family member.
- Mom/Dad seeming to fall apart when they hear bad news.
- Marital separation or remarriage.
- Living through a tornado, hurricane, earthquake, or other natural disaster.

Eventually, we all need to learn to cope with whatever life throws at us, and that can be quite a lot. This learning begins in early childhood, as children learn to cope with daily, small changes. From these experiences, children start gaining the ability to cope with life's larger challenges.

In this issue of Child Care Connections, we consider what child care teachers can do to help young children cope with the little and large changes in their lives.

From Wisconsin's Early Childhood Excellence Programs

Promising Practices: Coping with Transitions

What We Saw: The teacher put a large blanket covered with Disney characters on the rug. "We'll put them here so they can sleep while we're outside," she whispered. "When we come back inside we'll read a story on this blanket, then we'll eat lunch. After lunch, we'll nap right here on the blanket." The toddlers got very quiet as the teacher cautioned them not to awaken the sleeping characters. Another teacher in the room helped the children put on their jackets. By the time the first teacher was finished speaking, the children were dressed and ready to go outside.

What It Means: Toddlers develop a **sense of trust** when they understand what comes next in their **routine**. When teachers use **foreshadowing** for children, they are preparing the children in advance for what will come next. Toddlers learn best using all of their senses, therefore the use of props as a **physical representation** of naptime was very helpful.



Responding to scary events: Teaching children through our own actions

Dave Riley, Ph.D.

University of Wisconsin-Madison / Extension

Sometimes events in the world of adults can affect children, events like war or the death of a public figure. But children don't have an automatic reaction to those events. They watch us adults to learn how to appraise the meaning of the events, and how they ought to react.

For example, following the bombing of the federal building in Oklahoma City by American terrorists, children who watched great amounts of TV coverage for the next 6 weeks were far more likely to develop a "post traumatic stress disorder." These were not children who knew anyone injured by the bombing. These children were harmed not by the bombing, but by the TV news and their parents' reactions to the news. The same thing happened following the attacks on the World Trade Towers in New York, and in the build-up to the war in Iraq.

Children do not have an automatic fear response to things like news reports of terrorist bombings or war. They look primarily to the adults around them for cues on which emotional response to adopt (we call this "social referencing" or "emotional contagion"). If their parents and child care teachers are calm, then children will respond calmly also. The simple act of monitoring your own emotional response to events will prevent many of the problems of stress disorder we see in children.

Background: Social cues for emotional response

Many research studies confirm that social cues are key to many of our emotional responses. This is different from most peoples' viewpoint that emotional responses are automatic, unlearned responses to events. Not so.

A well-known psychology experiment first demonstrated this idea about 40 years ago. Dr. Stanley Schachter told subjects in his experiment that he was testing the effect of a powerful vitamin on vision. But in reality the pill he gave them was a stimulant that aroused

their nervous systems so they were wide awake and full of energy. (Since his subjects were not fully informed, this study would be stopped as unethical today.) Half the subjects waited in a room with a person who was angry about filling out a form, while the other half waited with a person who acted playful and happy.

When Dr. Schachter tested the emotional response of his subjects he found that the drug caused the first group to become very fearful, while the second group (who received the same drug) had become extremely happy. In other words, they experienced the same physiological arousal from the drug, but interpreted it in opposite ways, depending upon the social cues they received.

The subjects of these studies were adults, but we are all like this. Children are especially prone to emotional cues from others, because they have less experience in life and therefore fewer habitual patterns of emotional response. Researchers have demonstrated that children's emotional responses to ambiguous events, in particular, are strongly influenced by the reactions of adults around them.





Reactions



Think back to our recent wars in Iraq, or the attack on the World Trade Center. Many young children experienced unhealthy levels of fear during these periods, becoming emotionally distraught, sleepless, regressing to less mature behavior, or clinging to their parents and teachers. If a child had a loved one in the conflict, then this fear made good sense. But for most children, their fears were irrational, unhealthy, and unnecessary.

The most startling thing about their fears is that the TV reports showed nothing that was scary. Certainly no people being injured or killed were shown on TV, unlike most of our usual TV fare. So what frightened the children? In some cases they were scared by scenes of children crying as their parents shipped off for war. This is a truly frightening sight to any child. In most cases they were scared by the tension and uncertainty they observed as their own teachers and parents watched the news.

When we ignore the everyday violence of their TV shows, children easily learn to consider it normal (this is a separate problem). In contrast, when we turn the volume up and obsessively watch the news reports with worried brows, then children get worried too.



Many emotional reactions are learned habits

Think for a moment of the pro athletes you see on TV. When one of them is called for a foul, he whines at the umpire. In the same situation, another player mutters angrily at himself, while a third remains calm or intense, and another might even smile at his or her mistake. Each of them believes their emotional response is a natural (unlearned) reaction to frustration.

They are wrong. In fact, each has developed a habitual pattern of emotional response to this situation, so their reaction is certainly automatic, but not inevitable or natural. It is a learned habit, which they could un-learn if they wanted. The player who keeps calm and focused is using “emotional self-regulation.” Such players may not be in control of events, but they are in control of their reactions to those events.

Seen in this light, every frustrating or scary event in a child’s life is an opportunity to teach them *emotional self-control* and a healthy style of coping. Some pro athletes learn an immature response to frustration, while others learn a mature, self-responsible response. Similarly, we can teach our children to fall apart emotionally at life’s changes, or we can teach them calmness in the face of unsettling events. We teach this primarily through our own example (modeling) and by coaching their healthy coping responses.

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5 things you can do to help children

Dr. Dave Riley
University of Wisconsin-Madison / Extension

1. **Maintain your routines.** Routines are reassuring for all of us, but especially for younger children. Routines emphasize normalcy and predictability.
2. **Focus on your relationships.** Nurture, hold, and cuddle more; really give them your attention and warmth. With preschoolers, remind parents to be on time to pick their children up (in stressful times they may panic at apparent abandonment, if they are last to be picked up).
3. **Model a calm emotional response to events.** Children look to their adult caregivers to know how to respond to events. If you become frightened or depressed, so will the children. If you show calm courage, then children will learn this instead.
4. **Encourage communication.** Create openings for a child to talk about his/her understandings and feelings. Help them clarify exactly what they know and feel.
5. **Allow young children to gain understanding through play.** In the same way that young children count on their fingers because they can't count mentally, they may try to understand stressful changes through their actions—through play—rather than mentally. So don't be surprised if they use the dress-up corner to play out scenes from their lives.



From Wisconsin's Early Childhood Excellence Programs

Promising Practices: Separation Anxiety

What We Saw: A child who is fairly new to the classroom arrives at the door. She holds her dad's leg and resists taking off her coat. The teacher walks over, bends down on one knee, and holds out her hands. The child goes to the teacher, but begins to cry. The teacher hugs her and says, "I know that you are sad because dad has to leave, but he will be back to pick you up later." The teacher waves goodbye to the child's father, and encourages the child to do the same. The teacher then brings her over to the other children, but keeps the child on her lap. They look out of the window and watch as the father drives away.

What It Means: It takes time for a child to build trust with a new teacher and class. **Separation Anxiety** is completely normal, beginning around 6 months and rising to a peak at about 13 months, then slowly decreasing with age. Talking honestly with the child will help **build trust**. In contrast, telling the child that her parents will be right back, or encouraging the parent to sneak out, will lessen the trust that is developing between the two of you. Acknowledge that she feels sad, scared, or angry, and that it's OK to feel that way. Then make a transition to activity. Researchers find that a **distracting activity** is the most effective way to reduce stress. By using the same **ritual of separation** each day, you can also build a **sense of predictability** and control. This will help not only the child, but also **the parent's separation distress**.

CHILD CARE CONNECTIONS

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- * State of Wisconsin Early Childhood Excellence Initiative, University of Wisconsin-Madison
- * State of Wisconsin Department of Workforce Development (DWD)
- * State of Wisconsin Department of Public Instruction (DPI)
- * Wisconsin Child Care Information Center (CCIC)

Special thanks to Lita Haddad (CCIC); and the Department of Workforce Development Child Care Section.

For more information contact Deb Zeman at deb.zeman@uwex.edu

Articles & Items-to-Keep (continued from page 15)

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- 19. **The truth about pacifiers.** Nancy Mattia. Parents, November 2004. Myths and facts regarding pacifier use. It can actually be good for your baby's development.
- 20. **I want my blankey.** Texas Child Care, Texas Parenting News, Summer 1999. Children have mixed feelings about being independent. Comfort objects help children control their own sense of security and fluctuating level of independence.
- 21. **Blowing raspberries, pitching peas.** Dana Sullivan. Babytalk, June/July 2004. Typical baby behaviors that communicate children's wants and needs.
- 22. **New baby...Jealous toddler.** Reshma Memon Yaqub. Parents, November 2004.
- 23. **Baby bites.** Alison Bell. Babytalk, June/July 2004. A guide to starting infants on solids.
- 24. **Toilet training.** Cyndy Jacoby. UW-Extension's Young Families, April 2005.

Temperament

- 25. **Feisty, adaptable and cautious: Recognizing and understanding children's temperament.** Amy Sussna Klein. Earlychildhood NEWS, August/September 2002.

Identifying and Managing Stress

- 26. **10 surprising reasons your kids act up.** Ann Colin Herbst. Redbook, August 1997
- 27. **Helping young children manage stress.** Texas Child Care, Summer 2002. Symptoms of stress in children, typical situations that trigger them and strategies for lessening them.
- 28. **Helping young children manage stress.** Texas Child Care, Texas Parenting News, Summer 2002. A parent take-home article to complement the article above.
- 29. **Children who must cope with major changes.** Steffen Saifen, 2003. From Practical solutions to practically every problem: The early childhood teacher's manual, Part IV.

Recovering from Traumatic Events

- 30. **Help children work through emotional difficulties- sand trays are great!** Rebecca Wheta. Young Children, November 1995. While adults observe children playing with figures in sand to find clues to behavior changes, children find an antidote to anxiety.
- 31. **Helping young children in frightening times.** NAEYC, Young Children, November 2001. The news of changing world events confuses children.
- 32. **Keeping children safe!** Robert W. Cobb. Earlychildhood NEWS, January/February 2003. Teaching children how to react in an emergency can reduce their anxiety.

Illness & Disabilities

- 33. **Inclusion: Me, too! Me, too!** Mary Giessler. UW-Extension's Young Families, November 2004. How to make children of all abilities succeed in your child care center.
- 34. **Reflections on crisis management: A real test of quality caring.** Pamela Wilder. Texas Child Care, Summer 2000. The story of the changing care required for a child with escalating disabilities.
- 35. **A letter to teachers of young children.** Jeanne McDermott. Young Children, July 2002. Dealing with the comments children make when facing the differences in others.
- 36. **When something isn't right.** Ann Hardie. Texas Child Care, Winter 1999. Caregivers are often first to notice early signs of disabilities. What steps must be taken to get help.
- 37. **Children with special needs: Helping parents through the grief.** Rebecca Oekerman. Texas Child Care, Summer 2001.

Moving

- 38. **Wave goodbye: Helping children deal with the stress of moving.** Marian Marion. Earlychildhood NEWS, January/February 2003.

Fear



39. **Childhood fears: What children are afraid of and why.** Sandra Crosser. Earlychildhood NEWS. A two-part article about how fearful thoughts develop in children as they mature. Just as imagination can cause the fears to flourish, so can it help combat them. Available online at: <http://www.earlychildhood.com/Articles/index.cfm?FuseAction=Article&A=243> and <http://www.earlychildhood.com/Articles/index.cfm?FuseAction=Article&A=244>
40. **Solving the shyness problem.** Eleanor Reynolds. Earlychildhood NEWS, January/February 2004. Shyness is the result of fear. 40% of children experience shyness. Here are some tips for sensitively supporting children as they outgrow it.

Death and Grief



41. **When a pet dies: Books that can help children learn to grieve.** Jorja Davis. Texas Child Care, Winter 2000.
42. **Death through a child's eyes.** Eleanor Reynolds. Earlychildhood NEWS, November/December 2002.
43. **Children and grief: The role of the early childhood educator.** Andrea Hopkins. Young Children, January 2002.

Divorce



44. **Focus on kids: The effects of divorce on children.** Karen DeBord. National Network for Child Care. Available at: <http://www.nncc.org/Child.Dev/effectsdivorce.html>
45. **Divorce matters: A child's view.** Lesia Oesterreich. National Network for Child Care. Available at: <http://www.nncc.org/Parents/childview.html>
46. **Separation and divorce: Supporting children and families in times of stress.** Barbara Gray. Texas Child Care, Summer 2001.

Changing Care and Education Settings



47. **The shy child in your class.** Eleanor Reynolds. Earlychildhood NEWS, October 1999. Some do's and don'ts for helping the adjustment process along.
48. **Off to a good start.** Eleanor Reynolds. Earlychildhood NEWS. August/September 2002. Reminders for parents on how to help their child fit in.
49. **Bridging the gap during summer vacation.** Carolyn Tomlin. Earlychildhood NEWS. May/June 2004. Child care groups reconfigure during summer as part-time and new children are added.
50. **Starting the new school year right.** Susan Miller. Earlychildhood NEWS, August/September 2001. Practical tips for preschool teachers and caregivers on how to plan for a new group of children and families.
51. **Successful transition to kindergarten: The role of teachers & parents.** Pam Devell-Gingold. Earlychildhood NEWS, August/September 2002. Tips for ways to help prepare children for school while still in preschool.
52. **Culturally sensitive transition plans for young children and their families.** Deborah A. Bruns & Susan A. Fowler. Teaching Exceptional Children, May/June 1999. For children with special needs the move from preschool to kindergarten can be very demanding. Knowing what roles they will need to play is good preparation.
53. **Ready for school? Tips for success.** Texas Child Care, Summer 2000. A practical guide to readiness skills and how 4-year-olds demonstrate they have mastered them.
54. **Home Alone.** Ann Hansen. National Network for Child Care's Connections Newsletter. Self-care readiness checklist for determining when a child is ready to stay home alone.
55. **Preparing your child for self-care.** Project HOME SAFE, American Association of Family & Consumer Sciences. A brochure for parents on how and what to teach children before allowing them to stay home alone.

Resiliency



- 56. **Resilience: Where does it come from?** Bruce Perry. Scholastic Early Childhood Today, October 2002.
- 57. **Children's capacity to develop resiliency: How to nurture it.** Deidre Breslin. Young Children, January 2005.
- 58. **Children's capacity to develop resiliency: Providing supportive relationships.** Katharine C. Kersey & Catherine Robertson Malley. Young Children, January 2005.
- 59. **Be a resiliency mentor: You may be a lifesaver for a high-risk child.** Maxine L. Weinreb. Young Children, January 1997.

Communication



- 60. **Listen to children with your eyes and heart.** Rachel Nolan. Texas Child Care, Spring 1993.
- 61. **Helping children communicate.** Carol Seefeldt. Scholastic Preschool Today, September 2004.
- 62. **How babies use gestures to communicate.** Alice Sterling Honig. Scholastic Early Childhood Today, September 2004. Babies know how to seek out comfort by signaling their needs, such as, using clutching holds to help them feel safe and secure.
- 63. **Practical ways to improve singing in early childhood classrooms.** Linda P. Neelly. Young Children, July 2002. Singing carries messages in an inviting and joyful manner.
- 64. **Quarreling: An important part of social development.** Elizabeth Morgan Russell. Texas Child Care Quarterly, Summer 2004.

Calming Techniques



- 65. **Objects of desires: From blankies to bears, why kids latch on to security objects.** Lauren Barack. Parenting, February 2005.
- 66. **The role of infant massage in the bonding and attachment process.** Mary Ann Marchel, Earlychildhood NEWS, January/February 2000.
- 67. **Why babies need downtime: The benefits of doing nothing- for both of you.** Alix Finkelstein. Parenting, November 2004.
- 68. **Calm it down at group time!** Ellen Booth Church. Scholastic Early Childhood Today, September 2004.

Building Emotional Intelligence



- 69. **Would you like an apple or a banana? Why offering toddlers choices is important.** Sandra Crosser. Earlychildhood NEWS, May/June 2003.
- 70. **Stories that teach life lessons.** Mary Renck Jalongo. Scholastic Early Childhood Today, October 2004. Read and tell stories that help children process their emotions.
- 71. **Encouraging acceptance compassion through play: Helping children learn to interact successfully in a diverse world.** Thomas Moore. Scholastic Early Childhood Today, November/December 2004.
- 72. **First steps to mighty hearts: The origins of courage.** Charles A. Smith. Young Children, January 2005. Find ways to strengthen children's sense of power and desire to keep trying despite problems.
- 73. **The comfort corner: Fostering resiliency and emotional intelligence.** Rebecca Novick. Childhood Education, Summer 1998. Preserving self-image and controlling emotions is difficult for children with ADHD. A special place to recover and talk through it helps.

Developing Coping Skills Through Play



- 74. **10 tips for active learning.** Carolyn Tomlin. Earlychildhood NEWS, August/September 2004.
- 75. **After the rain.** Genan Anderson. Texas Child Care, Spring 1999. Surprises in the play area can be a gift of nature or the creative deed of an inventive caregiver and teacher. There is joy and wonder in discovering changes in the center and play areas.
- 76. **Just my imagination.** Leslie Ross-Degnan. Early Childhood News, March/April 2000.

77. **Solitary play offer children time to plan, invent, explore, and concentrate.** Texas Child Care, Spring 1999. A mini-poster.
78. **Let's pretend: A look into the child's world of play.** Sandra Fisher. Early Childhood News, January/February 2003.
79. **Helping children cope with failure.** Christine Todd. National Network for Child Care's Connections Newsletter, February 1996. Available at: <http://www.nncc.org/SACC/sac25-cope.fail.html>
80. **Exciting middle schoolers by connecting to the community.** Vince Meldrum & Scott Richardson. School-Age Review, Winter 2004. Empowering children as they enter a new phase in their development to seek active solutions to community issues helps them become good citizens.
81. **Outdoor setting for play and learning.** Derry Koralek. Childhood Education, May 2002. An introduction and packet of articles on the liberating power of play in the outdoors, from fresh air naps and passive play opportunities to play crates and props and active construction play.
 - **What George taught me about toddlers and water.** Alison Stephenson.
 - **The mud center: Recapturing childhood.** Becky J. Jenson & Julie A. Bullard.
 - **Including everyone in outdoor play.** Lynda L Flynn & Judith Kieff. Adaptation
 - **Enriching the outdoor environment.** Janet R. McGinnis.

Exploring and Celebrating Change



82. **A packet of activity ideas for children ages 0-10 years old.**
 - **How does it work?** Rheta DeVries & Christie Sales. Scholastic Early Childhood Today, 2/96.
 - **Fill & dump: It's fun and important.** Margaret L. Agoglia. Baby Talk, August 1989.
 - **Solving problems.** Everyday TLC, December 27, 2004.
 - **Kids and butterflies.** Everyday TLC, June 23, 2003.
 - **It's about time!** Everyday TLC, January 27, 2003.
 - **Story props.** Everyday TLC, July 7, 2003.
 - **Games and puzzles.** Everyday TLC, January 5, 2004.
 - **December activities.** School-Age NOTES, November 2004.
 - **Birds bring nature closer.** Theresa M. Sull. Texas Child Care, Winter 2004.
 - **Watch the weather.** Texas Child Care, Summer 2002.
 - **Take the classroom outdoors.** Theresa Widler. Texas Child Care, Summer 2001.
 - **Activity plan: Ready to use teaching ideas.** Scholastic Early Childhood Today, 2/96.
 - **Let me do it!** Jo Ann Lohl Spears. Texas Child Care, Winter 2002. Less stress art.
 - **Mud pies...**like Grandma used to make. Texas Child Care, Summer 1992.
 - **"Look what's in my dirt!"** Connie Green. Texas Child Care, Summer 1997.

Work and Life Changes



83. **Assessment tools.** Paula Jorde Bloom et.al. (1991). From Blueprint for action: Achieving center-based change through staff development. Change in the workplace can be eased if staff concerns are identified beforehand. Because change is experienced differently, this assessment tool will help leaders to better guide and communicate with those impacted by change.
84. **Rating life changes.** Developed by Thomas Holmes as reported in Time, March 1, 1971. All change, positive as well as negative, causes stress which impacts mental and physical health. The items on this list of changes typically occurring in life have been assigned stress values or "change points". A high number of change points in one's life can predict serious health conditions in the near future.
85. **Do we practice what we teach?** Carolyn Dennis-Willingham. Texas Child Care, Winter 1991. Do we see ourselves as learners as well as teachers? Do we work on our own language, cognitive, social and emotional development? "Staff, bosses, and parents are nothing more than grown-up children...Remember that adults are human beings, which means they make mistakes."
86. **Changing staff challenges into staff opportunities.** Nancy M Siefken & Robyn B. Ferguson. Texas Child Care, Fall 1997. Suggestions for dealing with four "least favorite" behaviors in staff and strategies for changing negative attitudes.
87. **Basic premises of classroom design: The teacher's perspective.** Terri Jo Swim. Early Childhood News, November/December 2004. Rearranging the classroom rejuvenates adults and children alike. Planning how to change it purposefully can change behavior and attitudes.

Books-to-Borrow

Annotations by Glenna Carter, CCIC Acquisitions Librarian

Easing Daily Transitions



- 88. **After-school transition activities: The ready set go guide to strategies that work.** David L. Whitaker. Nashville, TN: School-Age NOTES, 2003. How to improve three kinds of transitions for school-agers: those that require them to wait (ready), sit (set), and move (go).
- 89. **Teachable transitions: 190 activities to move from morning circle to the end of the day.** Rae Pica. Beltsville, MD: Gryphon House, 2003. Fun-filled, rhythmic movement activities that encourage problem-solving, imagination, and self-expression during transitions.
- 90. **Transition magician 2: More strategies for guiding young children in early childhood programs.** Mary Henthorne. St. Paul, MN: Redleaf Press, 2000. How to use webbing and brainstorming to plan emergent transitions, including those for toddlers and children with disabilities.
- 91. **Transition tips and tricks for teachers: Prepare young children for changes in the day and focus their attention with these smooth, fun, and meaningful transitions!** Jean R. Feldman. Beltsville, MD: Gryphon House, 2000. Transition activities that stimulate children's brains and nurture language skills.

Helping Children Move to a New Care and Education Setting

- 92. **Continuity for young children: Positive transitions to elementary school.** Sacramento, CA: California Dept. of Education, 1997. A short book on what educators and parents can do to help children feel good about starting elementary school.
- 93. **Successful kindergarten transition: Your guide to connecting children, families & schools.** Robert C. Pianta. Baltimore, MD: P.H. Brookes, 2003. A practical, low cost model for smoothing children's transition to kindergarten.
- 94. **Transition portfolios for students with disabilities: How to help students, teachers, and families handle new settings.** MaryAnn Demchak. Thousand Oaks, CA: Corwin Press, 2003. How to convey special needs, accommodations, and other vital information to a new team of teachers.

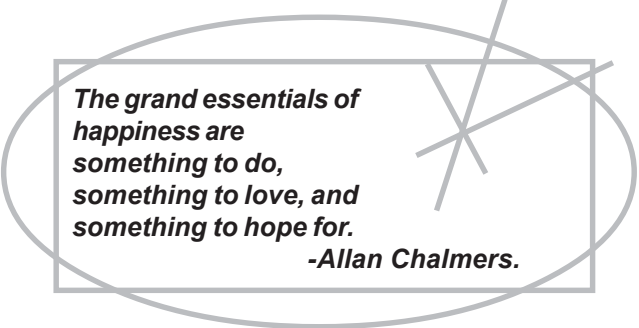
Helping Children Develop Independence and Resilience

- 95. **Case studies in infant mental health: Risk, resiliency, and relationships.** Deborah Weatherston. Washington, DC: Zero to Three, 2002. Stories of mental health specialists who work with infants and families to improve their lives.
- 96. **Good going! : Successful potty training for children in child care.** Gretchen Kinnell. St. Paul, MN: Redleaf Press, 2004. Potty training one child is no easy task. This book has good advice for training six, ten, or more.
- 97. **Raising resilient children: Fostering strength, hope, and optimism in your child.** Robert B. Brooks. Lincolnwood, IL: Contemporary Books, 2001. A practical, wise book on helping children learn to face and overcome adversity.

98. **Touchpoints: Your child's emotional and behavioral development.** T. Berry Brazelton. Reading, MA: Perseus, 1992. Touchpoints are the universal spurts of development and the trying periods of regression that accompany them throughout childhood. Dr. Brazelton uses them as windows to help us understand a child's behavior and prevent future problems.

Helping Children Cope with Major Changes

99. **Breaking the silence: A guide to help children with complicated grief—suicide, homicide, AIDS, violence, and abuse.** 2nd edition. Linda Goldman. Washington, DC: Accelerated Development, 2001. Specific ideas and techniques for mental health professionals, educators, caregivers, and parents.
100. **Creating schools that heal: Real-life solutions.** Lesley Koplow. New York: Teachers College Press, 2002. How emotionally responsive teachers of preschoolers through 5th graders can support children through difficult times and thus bring preventive mental health practice into public schools.
101. **The crisis manual for early childhood teachers: How to handle the really difficult problems.** Karen Miller. Beltsville, MD: Gryphon House, 1996. Sensitive, caring ways for early childhood teachers to help children.
102. **Life & loss: A guide to help grieving children.** 2nd ed. Linda Goldman. Philadelphia: Accelerated Development, 2000. A lovingly positive approach to help children face some of life's most difficult issues of loss and grief.
103. **Making it better: Activities for children living in a stressful world.** Barbara Oehlberg. St. Paul, MN: Redleaf Press, 1996. 70+ classroom activities to help children 3-10 recover from the effects of stress, trauma and violence.
104. **Parenting through crisis: Helping kids in times of loss, grief, and change.** Barbara Coloroso. New York: HarperResource, 2000. How to give children the three things they need when their lives are thrown into chaos: time, affection, and optimism.
105. **What's up: Activities for responding to children's lives.** E. Sandy Powell. Clifton Park, NY: Delmar Learning, 2003. Thoughtful, individualized ways to help children play through the changes that occur in their lives, from domestic violence to getting a new pet, as well as play ideas to honor their home culture.



The grand essentials of happiness are something to do, something to love, and something to hope for.

-Allan Chalmers.

Divorce

106. **Children of divorce in school-age care: A resource for the school-age care professional and youth care specialist.** Carole D. Weisberg. Nashville, TN: School-Age NOTES, 2000. How to support children and families and write program policies that clarify your expectations for divorcing parents.
107. **Mom and Dad break up + Helping children cope with divorce: A practical resource guide for Mom and Dad break up.** Joan Singleton Prestine. Parsippany, NJ: Fearon Teacher Aids, 1996. A picture book for young children plus a book for caregivers who want to help children discuss their feelings about divorce.

108. **Helping your kids cope with divorce the Sandcastles way.** M. Gary Neuman. New York: Times Books, 1998. Designed to help parents view divorce through their child's eyes, this book is full of age-specific, practical, in-depth advice.
109. **What about the kids? : Raising your children before, during, and after divorce.** Judith S. Wallerstein. New York: Hyperion, 2003. The author shares her deep understanding of raising children in the years after divorce, an understanding based on 30 years of interviews with children of divorce.

Illness

110. **How to help children through a parent's serious illness.** Kathleen McCue. New York: St. Martin's Press, 1994. How children respond to a parent's serious illness and how caregivers can help them face the inevitable stresses and come out healthy, no matter what the parent's medical outcome.

Death

111. **Aarvy Aardvark finds hope: A read aloud story for people of all ages about loving and losing, friendship and hope.** Donna O'Toole. Burnsville, NC: Mountain Rainbow Publications, 1988. A moving story about the pain of loss and how a friend can help.
112. **Death and the classroom: A teacher's guide to assist grieving students.** Rev. ed. Kathleen Kidder Cassini. Cincinnati, OH: Griefwork of Cincinnati, Inc, 1996. Ways a school community can understand and support grieving students.
113. **Someone special died + Helping children cope with death: A practical resource guide for Someone special died.** Joan Singleton Prestine. Carthage, IL: Fearon Teacher Aids, 1993. A picture book for young children plus a book for caregivers who want to help children following the death of a loved one.

Violence

114. **Teaching young children in violent times: Building a peaceable classroom.** 2nd ed. Diane E. Levin. Cambridge, MA: Educators for Social Responsibility, 2003. This highly acclaimed book helps teachers create "peaceable classrooms" where young children can deal with the violence they see and learn nonviolent alternatives.

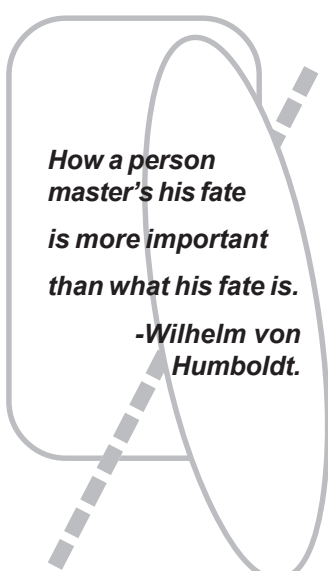
Organizational Change in Child Care

115. **Blueprint for action: Achieving center-based change through staff development.** Paula J. Bloom. Lake Forest, IL: New Horizons, 1991. Realistic strategies for promoting change, developing staff, and increasing program effectiveness.
116. **Collaboration handbook: Creating, sustaining, and enjoying the journey.** Michael Winer. St. Paul, MN: Amherst H. Wilder Foundation, 1994. How to bring together diverse stakeholders, meld their resources, stretch their minds, and empower people and systems to change through collaboration.
117. **Fish! sticks: A remarkable way to adapt to changing times and keep your work fresh.** Stephen C. Lundin. New York: Hyperion, 2002. A business parable about a fictional sushi bar illustrates three major principles of continued success: Commit, Be It, and Coach It.

118. **Fish! tales: Real-life stories to help you transform your workplace and your life.** Stephen C. Lundin. New York: Hyperion, 2003. How people in real-life businesses boosted morale and improved results using the "FISH! Philosophy."
119. **The healing power of humor: Techniques for getting through loss, setbacks, upsets, disappointments, difficulties, trials, tribulations, and all that not-so-funny stuff.** Allen Klein. Los Angeles: J.P. Tarcher, 1989. How to lighten up and take the first steps toward finding the humorous side to our troubles.
120. **Leadership in action: How effective directors get things done.** Paula Jorde Bloom. Lake Forest, IL: New Horizons, 2003. Practical suggestions and lively examples specific to child care help directors transform intentions into action.
121. **Learning to lead: Effective leadership skills for teachers of young children.** Debra Ren-Etta Sullivan. St. Paul, MN: Redleaf Press, 2003. Easy-to-understand theory, examples, and reflection questions to aid your personal development as a leader and as a teacher if you work directly with children.
122. **Lessons from the field: Applying appreciative inquiry.** Rev. ed. Sue Annis Hammond. Plano, TX: Thin Book Pub. Co, 2001. Hopeful real-life case studies of how appreciative inquiry has been used to bring about positive change.
123. **Taking on turnover: An action guide for child care center teachers and directors.** Marcy Whitebook. Washington, DC: Center for the Child Care Workforce, 1999. Every time a caregiver leaves, children experience loss. This book recommends ways teachers and directors can manage and reduce job turnover.
124. **The thin book of appreciative inquiry.** 2nd ed. Sue Annis Hammond. Plano, TX: Thin Book Pub. Co, 1998. Appreciative Inquiry is a way of thinking, seeing, and acting for positive change in organizations. It assumes that whatever you want more of, already exists in all organizations, and it shows you how to build on that.
125. **The visionary director: A handbook for dreaming, organizing, & improvising in your center.** Margie Carter and Deb Curtis. St. Paul, MN: Redleaf Press, 1998. How a director's vision of high-quality child care can change a community for the better.
126. **Working for quality child care: Good child care jobs equals good care for children.** Dan Bellm. Washington, DC: Center for the Child Care Workforce, 2001. What child care professionals can do to improve their occupation both as a work environment and as an opportunity for their own growth and development as caregivers and leaders.

Social and Public Policy Changes

127. **Major trends and issues in early childhood education: Challenges, controversies, and insights.** 2nd ed. New York: Teachers College Press, 2003. A look at child and family issues, curricular trends and issues affecting practice, and policy and professional development issues.
128. **Time to care: Redesigning child care to promote education, support families, and build communities.** Joan Lombardi. Philadelphia: Temple University Press, 2003. Creative and practical ideas about how to invest in and reform America's child care system and take advantage of its potential to promote child development, support family life, and help build the spirit of community.



*How a person
master's his fate
is more important
than what his fate is.*

*-Wilhelm von
Humboldt.*

Audiovisual Materials-to-Borrow

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Annotations by Glenna Carter, CCIC Acquisitions Librarian

Easing Daily Transitions

- 129. Supporting transitions: Easing the troublespots.** Beaverton, OR: Educational Productions, 2000. 27-min. teaching video + 27-min. interactive practice video + facilitator's guide + viewer's guide. Looks at transitions from the perspective of children ages 3-8. Teaches us how to prepare children for transitions, give environmental cues to help them focus, and apply techniques that replace waiting and boredom with novelty and interest.



- 130. Creative transitions.** Lubbock, TX: Creative Educational Video, 1996. VHS, color, 33 min. + study guide. How to make the most of the 20 to 35 percent of activity time in child care centers that is spent in transitions.

Helping Children Move to a New Care and Education Setting

- 131. First moves: Welcoming a child to a new caregiving setting.** Sacramento, CA: Program for Infant/Toddler Caregivers, 1986. VHS, color, 27 min. + booklet. Also available in Spanish. Practical steps caregivers can take to introduce a child to a new setting and make those sometimes wrenching separations go a lot easier for everyone.
- 132. Kindergarten, here I come!** Beaverton, OR: Educational Productions, 2001. VHS, color, 18 min. + discussion guide. Also available in Spanish. Kindergartners give preschoolers a school tour, answering the preschoolers' questions, boosting their confidence and enthusiasm, and giving them a positive, realistic vision of kindergarten. Guide has tips for discussions.

Helping Children Develop Independence and Resilience

- 133. Help yourself!** By Cathy Fink and Marcy Marxer. Cambridge, MA: Rounder Records, 1998. Compact disk, 39 min. + booklet + 144-page book *Help Yourself: Activities to Promote Safety and Self-esteem* by Kate Ross. Songs and activities to help teach children self-help skills and self-confidence.
- 134. Raising resilient children, featuring psychologists Dr. Robert Brooks & Dr. Sam Goldstein.** Baltimore, MD: Paul H. Brookes Pub., 2001. VHS, color, 70 min. + guide. A resilient child is an emotionally healthy child who is able to successfully confront challenges and bounce back from setbacks. This nine-session curriculum offers seven guidelines to help parents develop the skills necessary to foster a resilient mindset in their children.
- 135. Essential connections: Ten keys to culturally sensitive child care.** Sacramento, CA: Program for Infant/Toddler Caregivers, 1992. VHS, color, 36 min. + booklet. Also available in Spanish. Because children from birth to 3 are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. Ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.

- 136. Together in care: Meeting the intimacy needs of infants and toddlers in groups.** Sacramento, CA: Program for Infant/Toddler Caregivers, 1991. VHS, color, 30 min. + booklet. Also available in Spanish. Recommends three crucial policies that help infant/toddler programs meet the intimacy needs of children: the assignment of a primary caregiver to each child, the use of small groups, and keeping caregivers and children together over time.
- 137. How caring relationships support self-regulation.** By Marie Goulet, George Brown College. Toronto, Ontario: Marie Goulet, 1998. VHS, color, 68 min. + guide. Excellent video on how children develop self-regulation through their relationships and interactions with caregivers. Wonderful footage from child care settings shows caregiver practices that support self-regulation in infants, toddlers, preschoolers, and school-agers.

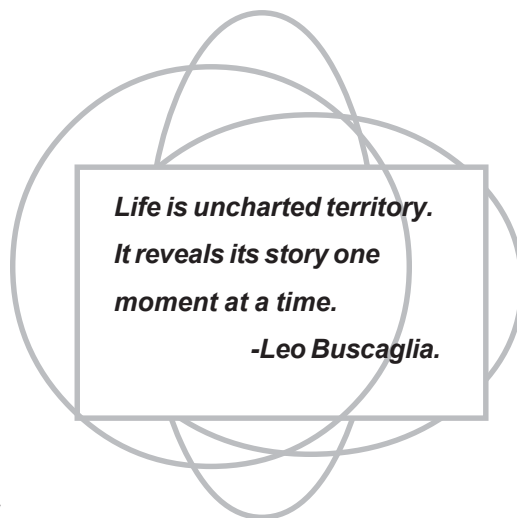
Easing language and cultural differences for children

Starting points. Beaverton, OR: Educational Productions. 3 VHS, color videos, each with trainer's guide.

- 138. Tape 1. I don't know where to start.** 2002. 33 min. Shows how stressful entering school in a new culture can be for children and how it initially limits their ability to learn. Offers advice on: helping children feel welcome and safe by nurturing a sense of trust and belonging, creating a connection with children and families, and building a community of acceptance within the classroom that validates all children.
- 139. Tape 2. Getting your message across.** 2002. 35 min. Shows how baffling it is to try to understand simple messages in another language, especially when it is spoken with little affect and no other cues. Nonverbal communication strategies that help convey meaning are added—such as animated facial expressions, body language, gestures, visuals, and modeling—and we can see how helpful they are to children who are just learning English.
- 140. Tape 3. Bringing language alive!** 2003. 27 min. A key to acquiring both first and second languages is receiving comprehensible input: hearing language used in meaningful contexts. Teachers demonstrate strategies that provide comprehensible input across the curriculum, including Information Talk, the Silent Period, and the Affective Filter. Strategies to support children throughout these experiences are also demonstrated.

Hearing a Child's Point of View

- 141. Family transitions: Young children speak their minds about divorce.** Michael Trout. Champaign, IL: The Infant-Parent Institute, 1999. VHS, color, 16 min. + script. This video tries to capture the feelings of young children whose parents have divorced, feelings that many times cannot be expressed by the children themselves.
- 142. Gentle transitions: A newborn baby's point of view about adoption.** Michael Trout. Champaign, IL: The Infant-Parent Institute, 1997. VHS, color, 10 min. + script. Words accompanied by music represent a baby speaking directly to us about his/her experience of adoption and advising us about how to do it well.
- 143. Multiple transitions: A young child's point of view about foster care and adoption.** Michael Trout. Champaign, IL: Infant-Parent Institute, 1997. VHS, color, 16 min. + script. Words accompanied by music represent the outlook of children who are in foster care.



Helping Children in Traumatic Situations

- 144. Talking with young children about death.** With Fred Rogers. Pittsburgh, PA: Family Communications, Inc, 1981. VHS, color, 28 min. This video is intended to help adults feel more comfortable talking with young children about death. Fred Rogers believes that “anything human is mentionable and anything mentionable can be manageable.”

Understanding childhood trauma: Strategies and solutions: Tapping unrealized potential. With Dr. Bruce Perry. Produced by Linkletter Films. Barrington, IL: Magna Systems, Inc, 2002. 8 VHS, color, 29-min. videos. Childhood trauma takes on many forms including physical abuse, mental abuse, the experience of natural disasters, death in the family, divorce, and many others. Trauma related problems include anxiety, depression, substance abuse, school failure, vulnerability to victimization and abuse, and criminality. Traumatic events in childhood can even change the biology of the brain. In this series, Dr. Bruce Perry tells how to recognize, understand, and prevent childhood trauma, and most importantly how to counsel those who suffer its effects.

- 145. Tape 1. What is childhood trauma?**
146. Tape 2. Significant event childhood trauma.
147. Tape 3. The brain: Effects of childhood trauma.
148. Tape 4. Identifying and responding to trauma, ages 0 to 5 years old.
149. Tape 5. Identifying and responding to trauma, ages 6 to adolescence.
150. Tape 6. Domestic violence and childhood trauma.
151. Tape 7. Trauma and healing.
152. Tape 8. A parent's guide to identifying and responding to childhood trauma (39 min.)

“It’s too heavy,” I said.

“Yes,” he said. “And it would be a pretty poor father who would ask his little girl to carry such a load. It’s the same way, Corrie, with knowledge. Some knowledge is too heavy for children. When you are older and stronger you can bear it. For now you must trust me to carry it for you.”

*-Corrie ten Boom,
The Hiding Place.*

Making the Best of Organizational Change

- 153. Discipline, stress, and the human environment.** Lubbock, TX: Creative Educational Video, 1994. VHS, color, 30 min. + study guide. Stress felt by caregivers can cause children to behave badly. Bringing stress into the child care environment affects the whole system because “we see what we feel”. We learn what causes stress, who is at risk, positive and negative effects of stress, and ways to handle work stress.
- 154. Gone through any changes lately?** Denver, CO: Western Media Products, 1999. VHS, color, 4 min. This fun 4-minute video uses the slinky to help people understand and deal with change in a positive way.
- 155. New voices, new leaders: The Leadership Empowerment Action Project.** Seattle, WA: Harvest Resources, 2003. VHS, color, 16 min. + viewer's guide. The Leadership Empowerment Action Project (LEAP) helps address staff turnover and expands the voices of leadership in the early childhood education field.
- 156. Seeds of change: Leadership and staff development.** Washington, DC: NAEYC, 1996. VHS, color, 34 min. Ways to encourage professional development of teachers and caregivers of children 3-8 while implementing developmentally appropriate practices. Shows how teachers advocate for change in practices and how they analyze and implement best practices in their schools. Shows what children can do when freed up to demonstrate their own capabilities.
- 157. Short circuiting stress: Changing the way you think about stress.** By James E. Porter. Norwalk, CT: Audio Vision, 1994. VHS, color, 18 min. + leader's guide. Five good strategies for short-circuiting stress based on the idea that you can control your reaction to stress by controlling what you think about stressful events.

*Many things we need can wait...
the child cannot.
To them we cannot say tomorrow;
their name is today.*



-Gabriella Marella.

Teddies for Tragedies is a project started by Women's Royal Voluntary Services workers (W.R.V.S.) in 1985. They started to knit teddy bears and sent their first batch to Sudan, where the Emergency Care for Children (ECC) nurses were setting up a temporary orphanage in a refugee camp for 2,000 children with tuberculosis. The teddies were such a success that more were requested. Doctors who treat children in the third world found that the teddies were sometimes as important to healing as the medicines, and since each child gets to keep the teddy, a continual supply is needed.

To date the project boasts over 400 volunteers from Canada, the United States, Australia and Europe. Teddies have been sent to Albania, Armenia, Brazil, Calcutta, Costa Rica, Croatia, Jamaica, Lebanon, Mexico, Nepal, Peru, Romania, Thailand, Uganda, and Zambia. If you like to knit and would like to contribute to the project, the following patterns are from the Teddies for Tragedies website. Finished bears or donations of wool or stuffing may be sent to:

Teddies For Tragedies
c/o Mrs. Gwen Smith
16 Farmers Avenue
Ajax, Ontario
L1T 3S9 CANADA
E-mail: gwen@attcanada.ca

The Knit Teddy Bear Pattern

Supplies:

Double Knitting wool (worsted weight yarn; or light sports- weight yarn; if using thinner materials, like baby-yarn, use 2 or 3 strands)

Needles: Size of needles depends on the thickness of the wool (yarn) you are using. Different areas of the world size their needles differently. The best way to find out the right size for your work is do a little patch in plain knit pattern to see how tight your stitches are. The tighter the stitches, the better - so that the stuffing will not show or be able to come through easily.

In Canada needle sizes 3½ to 4 all the way to size 6 needles are used, depending on the thickness of knitting material used, but the finished Teddy Bear should be a maximum of 10 inches or 25 cm.

COLOR CHOICES:

Main color - any "bear" color for head and paws
Trouser color - your choice
Shirt color - your choice
Scarf color - your choice
The brighter colors used for the trouser, shirt and scarf, the livelier the bear will look. Using scraps, and left over or half skeins of materials are ideal for this project.

Instructions:

Cast on 10 stitches - main color. Knit 10 rows (5 ribs). Change to trouser color and knit 30 rows (15 ribs). Put stitches on "holding" needle or use circular needles. Make another leg in the same way.

Knit across all 20 stitches and work 16 rows (8 ribs). Change to shirt color and knit 20 rows (10 ribs). Change to main color for head and also change to stocking stitch. Work in stocking stitch approximately for 16-18 rows (to form head).

Continue to knit remainder of Teddy — in reverse order.

To make arms and paws for the Teddy: stitch down the sides of the head with the appropriate color wool. With shirt color, pick up 8 stitches either side of the neck (16 stitches in all) and knit 20 rows (10 ribs). Change to main color and knit 10 rows (5 ribs) for paws.

Sew up Teddy, leaving opening in crotch. Stuff Teddy with clean, healthy padding such as cotton batting. **FOAM RUBBER MUST NOT BE USED AS BABIES MAY CHEW IT!** Then draw a thread around the neck. Sew diagonal at the top of the head to make the corners for ears (do not stuff ears).

Scarf: cast on 75 stitches, knit 4 rows. Cast off.

Tie scarf on Teddy and sew to back of the neck. Please SEW a happy Teddy face with embroidery thread or use the material you knitted with. Make sure that Teddy's "smile" is above the tied scarf. **DO NOT USE ANY BUTTONS, PINS OR OTHER LOOSE MATERIALS TO MAKE THE FACES.** Teddies also require little bags which should measure when completed:- 6-7 inches wide and about 12 inches long, with a drawstring at the top.

Please use ONE CORD at the top as it is better than a double loop. It should not be much longer than the opened bag, with the ends knotted together, but please no other knots. Please supply the bag if possible, the material and pattern for the bag is your choice.



The Crocheted Teddy Bear Pattern

Supplies:

Knitting worsted yarn - small amounts for: bear color, color for trousers, shirt and scarf.
Crochet hook size: 4.5 mm (or to get a tight tension)

Instructions:

Begin at foot - chain 10

Row 1 - sc in 2nd chain from hook and in each chain across (9 sc), chain 1, turn.

Row 2 - sc in each sc across, ch 1, turn.

Repeat row until there are 6 rows for foot.

At end of 6th row finish sc with trouser color.

With trouser color work 18 rows for leg of trousers. Fasten off.

Make 2nd leg the same way, but do not fasten off on 18th row, ch 1, turn.

Work across leg and work across the first leg, (18 sc) ch 1, turn. Work a total of 8 rows for the top of trousers.

At the end of the 8th row finish sc with color for shirt, ch 1, turn. Make 10 rows for shirt, finish off at end of 10th row, with bear color for head. Work 26 rows for head. At the end of the 26th row, complete last sc with shirt color.

Work 10 rows for shirt, finish off sc at end of 10th row with color for trousers, ch 1, turn. Work 8 rows for top of trousers. At end of row 8, ch 1, turn.

Work across 9 sc for leg, ch 1, turn. Work on these 9 sts for a total of 18 rows. At end of 18th row finish off sc with bear color, ch 1 turn.

Work 6 rows for foot and fasten off.

Join trouser color at top of leg and work as for 1st leg, on this side of the bear.

Sew up sides of head on wrong side and turn right side out. Make 7 sc on each side of the head for sleeve in shirt color (14 sc). Work 12 rows for sleeve. At end of 12th row finish last sc with bear color. Work 6 rows for paw and fasten off. Make sleeve on other side to match.

Turn bear to wrong side. Using matching yarn sew up bear, leaving opening in crotch. Turn right side out and stuff bear. Sew up crotch.

With bear color, starting at back of head, run a thread around the base of the head and draw in some to make neck. Fasten off and run ends in.

Make scarf: ch 71. Sc in 2nd ch from hook and in each ch across, ch 1, turn. Make 3 more rows and fasten off. Sew in yarn ends. Place scarf around neck and fasten with scarf color at back of neck. Tie scarf in a half-knot at front.

The following websites offer possibilities for helping children deal with the tsunami disaster both here and in South Asia:

OMEP (<http://www.omep-usnc.org>), the World Organization for Early Childhood Education, with UNICEF is raising money to rebuild schools and early childhood programs and to train caregivers in helping bereaved children. Donations may be sent to Milly Cowles, OMEP-USNC Treasurer, P.O.Box 1436, Fairhope, Alabama, 36533-1436.

Christian Children's Fund (<http://www.christianchildrensfund.org/>) reports from the field regarding their relief efforts.

Save the Children (<http://www.savethechildren.org>) created the **Asia Earthquake/Tidal Wave Relief Fund** to assist children and families.

Early Childhood Australia (http://www.earlychildhoodaustralia.org.au/news_tsunami.htm), has posted some ideas on how to talk to children about the tragedy.

Tsunami Coverage and Young Children's Fears (<http://www.joannecantor.com/tsunami.html>) is advice by children's medialiteracy expert Joanne Cantor.

Another craft project to aid children is Knits for Newborns, sponsored by the U.S. Committee for the United Nations Population Fund. The UN Population Fund (UNFPA), operating since 1969, strives to "protect women and children from harm and injury, and to promote life, respect and dignity for all." Reducing maternal mortality is a priority. The Knits for Newborns project is a concrete way to support to new mothers and infants in developing countries. To read more about this important United Nations committee and its work, go to:

<http://www.uscommittee.org/>

To participate in the project, send a homemade baby blanket to:

Knits for Newborns
Committee for U.N. Population Fund
220 East 42nd Street
New York, NY 10017

- ♥ Enclose a note explaining why you care (include your name, address and e-mail).
- ♥ Choose an easy-care multiseasonal yarn such as cotton, acrylic, superwash wool and wool blends.
- ♥ Knit or crochet the design of your choice, but keep the finished blanket size to a maximum of 36" or 91.5 cm. square.

Next Issue: *Guiding Behavior*

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■ or (608) 224-5388

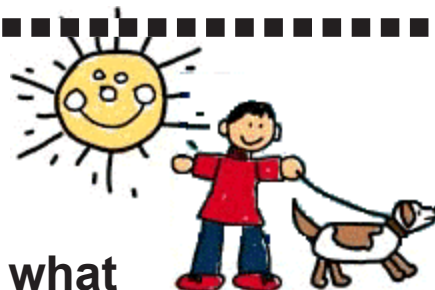
■ Fax: (608) 224-6178

■ Email: ccic@dpi.state.wi.us

■ Internet: <http://www.dpi.state.wi.us/ccic>

■ Mail: Child Care Information Center, 2109 S Stoughton Rd, Madison WI 53716-2851

**Don't know what
to order? Just call!**



♥ **Books and videos are library items.** To borrow books and videos directly from CCIC, anyone in Wisconsin working in the field of child care and early childhood education may contact us. We will ship the book or video to you. Your only expense will be the cost of mailing the item back to us at the end of the loan period: two weeks for books and one week for videos.

- Items are sent a few at a time, depending on when they become available and whether you still have items checked out. Items featured in newsletters are popular and you may have to wait to receive them. Let us know if you will accept a substitution or need information on this topic immediately.

- If you have dates by which you need materials, let us know.

We will try to meet your timeline.

- Phone to renew your materials.

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♥ **Articles are yours to keep.** Articles, brochures and factsheets do not need to be returned.

♥ **Ordering.** Identify the newsletter issue number and the item number. Tell us your name, center name, address, and phone number. Sample: "Hi, my name is Dolly Madison. From Newsletter 45, I'd like articles 4 through 10, books 36, 65, and 112, and video number 164. Send them to Top Drawer Family Child Care, 5 Star Lane, Helpinghand, WI, 54321. My phone number is 111-111-1111."

♥ **Save and circulate your newsletters!** You may need to order materials in the future. Give everyone a chance to read it and order materials useful to them. Store it where all staff can refer to it when needed. Feel free to duplicate the newsletter if more copies are needed for your staff.

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